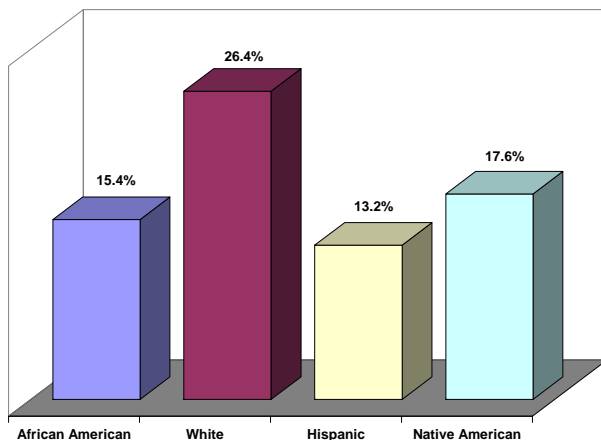


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**Figure 1: Lifetime Suicide Attempts for ADJC Juveniles by Race**



Source: Voice DISC Prevalence Report, January 2006

## CURRENT ADJC RESEARCH

### **Jennifer Grimes, (2005), Juvenile Day Treatment Centers: A Literature Review.**

Juvenile justice advocates nationwide are moving towards the deinstitutionalization of court-involved youth. Many jurisdictions—including ADJC—are considering Juvenile Day Treatment Centers (JDTCs). JDTCs offer a variety of rehabilitative services, including family therapy, vocational training, employment counseling, cognitive skills training and substance abuse treatment. They differ from institutional or residential treatment programs in that youth are allowed to return home at the end of the day. Research regarding community-based treatment recommends that effective treatment must address the

“principles of effective intervention” addressing criminogenic risk, need, and responsivity tailored to the needs of the individual offender.

### **Kim de Beus and John Vivian, (2006) Results from a Pilot Testing of the ADJC Family Survey.**

Over two-thirds of the parents of 12 juveniles held in an ADJC Safe School indicated that they knew the associated ADJC rules, were satisfied with the visitation schedule, their child’s treatment in that School, and they also said that they received information about their child in an understandable language. Meanwhile, slightly more than half said that their child was safe. Less than half said that they knew who to contact if they had a complaint. In the near future, a larger family survey will be implemented with the results being provided to the relevant areas within ADJC for follow-up.

### **John Vivian, (2005) Fiscal Year 2005 Employee Exit Questionnaire Report.**

Insufficient pay was the most frequently cited reason people gave for leaving ADJC. Other common reasons were to obtain a better job in industry or government or that ADJC lacked opportunities. Three-quarters (75%) of the *leavers* said that they were going to continue working. One third (31%) said they were going to work for another governmental entity and another third (31%) said they were going to work in the private sector. More than half (57%) felt like the instructions received from their supervisors were fair or poor, and half (50%) rated the availability of their supervisors as fair or poor. Almost all (96%) of the Exit Questionnaires (EQs) received in FY 2005 were provided by Safe School *leavers*; their average age was 32 and their median length of ADJC service was 24 months.

### JUVENILE JUSTICE TRIVIA

What are the goals of lawyers who prosecute juvenile offenders?

## JUVENILE JUSTICE LITERATURE REVIEW

### **Crime and Justice Institute (2004). "Implementing Evidence-Based Practice in Community Corrections: The Principles of Effective Intervention."**

The Civic Research Institute clarifies the difference between the terms "best practices," "what works," and "evidence-based practice" commonly used to address correctional intervention programs. *Best practices* refers to the collective experience from corrections and treatment professionals, and does not refer to programs based upon scientifically tested outcomes, evidence, or measurable standards. *What works* implies linking treatment to general outcomes without specifying the kind of outcomes desired. In order to be effective, it is imperative that correctional programs identify the desired outcomes of a treatment program or intervention. Finally, *evidence-based practice* refers to an intervention that has three components: 1) a definable outcome; 2) it is measurable; and 3) it is defined according to practical realities (recidivism, victim satisfaction, etc.) Research on effective intervention supports the argument that agencies should always aspire to implement evidence-based practice in their correctional treatment programs.

### **John Horton and Jerry Frankenheim, (2006), Methamphetamine: A Growing Concern, Building on Success: Providing Today's Youth with Opportunities for a Better Tomorrow, Coordinating Council.**

While marijuana is the most commonly used illegal drug among juveniles, methamphetamine (meth) is the most destructive. It comes in many different colors, but generally it is a powder, usually white, and while in production, it smells like cat urine. One effective way to discourage juveniles from using methamphetamine is to show them pictures of chronic methamphetamine users which demonstrates how chronic meth use can result in disfigurement. One indication of chronic meth use is significant weight loss. Meth works by replacing dopamine. At higher doses, meth interferes with the storage of dopamine. Meth users report a quick, orgasmic rush from the drug and a sense of euphoria which may lead to chronic use. The high from meth lasts all day, while the high from cocaine lasts for about half an hour. The long-term effects of meth usage

include: addiction, psychosis, paranoia, auditory and visual hallucinations, mood disturbances, violent behavior, cognitive deficits and dental damage.

### **Kia Harris, David Brown, John Dillow, and Thomas Buzbee, (2006), Strategies for Employing Juvenile Offenders, Promising Approaches to Workforce Development, Building on Success: Providing Today's Youth with Opportunities for a Better Tomorrow, Coordinating Council.**

While we have seen overall job growth in the U.S., there has been a decline in youth employment, and it is currently at the lowest level since data on this topic were first collected. A considerable amount of national attention has been devoted to employing juvenile offenders. The experts on this panel found that juvenile justice agencies don't always emphasize workforce development because it is difficult to compete with security and treatment, and that the geographic isolation of many juvenile justice facilities makes it difficult to find local employers that will partner with them. The *Living Classrooms* program has operated on the east coast for the last 20 years, and it focuses upon teaching juveniles how to work. The *Living Classrooms* staff did a survey of local employers to ask them the characteristics of a good employee and the skills mentioned in their responses are taught by their staff. Originally sponsored by local unions, the *Gulfcoast Trades Center* has been working with Texas juvenile delinquents since 1971. The National Juvenile Detention Association has developed a curriculum to teach local juvenile agency staff how to provide juveniles with both workplace and social skills. Their curriculum was pilot tested in Idaho and lasts 30 hours.

### **JUVENILE JUSTICE TRIVIA ANSWER**

According to the American Prosecutor's Research Institute, the three goals should be: to protect communities, hold offenders accountable and develop offender competencies.

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